2013

ABORIGINAL STUDENT ACHIEVEMENT EDUCATION PLAN

STATUS UPDATE – MARCH 2013

Minister's Message

We are at the beginning of an exciting new era in education and our eyes must be open to the realities that schools and the world of learning is changing. The work being done in response to the Aboriginal Student Achievement (ASA) Education Plan has helped us realize that we need to do more than just fix or tweak our existing education system. We need to think big and consider what we want for our students, what we need from our education system, and what we must do to get it.

During the ASA forums, we learned that our current education system does not work for many of our students and as a result their needs are not adequately met. We cannot accept anyone being left behind. Our unique Northwest Territories (NWT) context also includes many other needs that are not necessarily being considered. At the same time, a disconnect is emerging globally between what students are learning in schools and what is actually needed in the world as they transition from school into the workplace. All these facts underscore a critical and urgent need for educational renewal, change and innovation.

Trust has been placed in each and every one of us to ensure our children succeed. We must work together to provide a system that helps all students regardless of where they live, how they learn or what struggles or barriers they may need to overcome.

The ASA Education Plan has laid the foundation for the work we are doing and will continue to do. As such, the invaluable information and feedback gained from the ASA Regional Forums in 2010-2011 will continue to guide our work.

Linked to ASA initiatives, we are working on a Safe Schools Strategy which addresses the destructive issue of bullying; a review of Inclusive Schooling practices; a renewal of the NWT Early Childhood Framework; and the implementation of a nationally-acclaimed, ground breaking Residential School teaching resource. We will also be working closely with the new NWT Mental Health and Addictions Strategy developed by the Department of Health and Social Services (HSS) as well as with the interdepartmental work of the NWT Anti-Poverty Strategy.

We are taking our first steps on a journey of change. This status update of the ASA Education Plan represents one of those steps. We are going to make a difference for our children. We are going to give them hope and the knowledge, skills and tools they require to be capable and healthy people. We are going help them make their future great.

Masì,

Honourable Jackson Lafferty
Minister
Education, Culture and Employment

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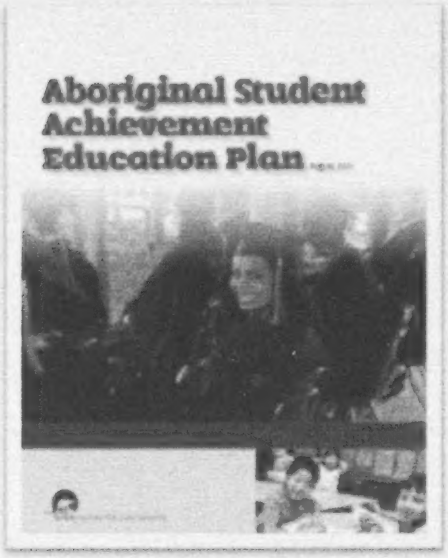
What is the Aboriginal Student Achievement (ASA) Education Plan?



The ASA Education Plan is available @ www.ece.gov.nt.ca

- The purpose of the Aboriginal Student Achievement (ASA) Education Plan is to identify strategic actions to eliminate the achievement gap between Aboriginal and other students.
- The Plan outlines 91 actions to improve educational achievement for Aboriginal students.
- The draft plan was developed by an ASA Working Group, informed by 6 Regional Forums, further developed by the Department of Education Culture and Employment (ECE) and endorsed by Aboriginal and educational leaders.

The future of the Northwest Territories depends on the strengths of its people.

In the NWT as in other parts of Canada, Aboriginal youth are the fastest growing segment of our population and play a key role in our Territory's future. They require the skills and knowledge to shape Northern society in ways that are meaningful, as Northerners, Canadians and international citizens, and to carry on Aboriginal languages and traditions.

NWT Aboriginal people must have opportunities and be encouraged and supported to learn and retain their Aboriginal culture and language while also gaining western learning. In the words of respected Tłįchǫ Elder, Elizabeth Mackenzie, who paraphrased the late Tłįchǫ Chief Jimmy Bruneau, by stating that *Aboriginal people in the NWT must become "strong like two people". They need to have a strong sense of their identity, as well as be able to successfully navigate the western and global world.*

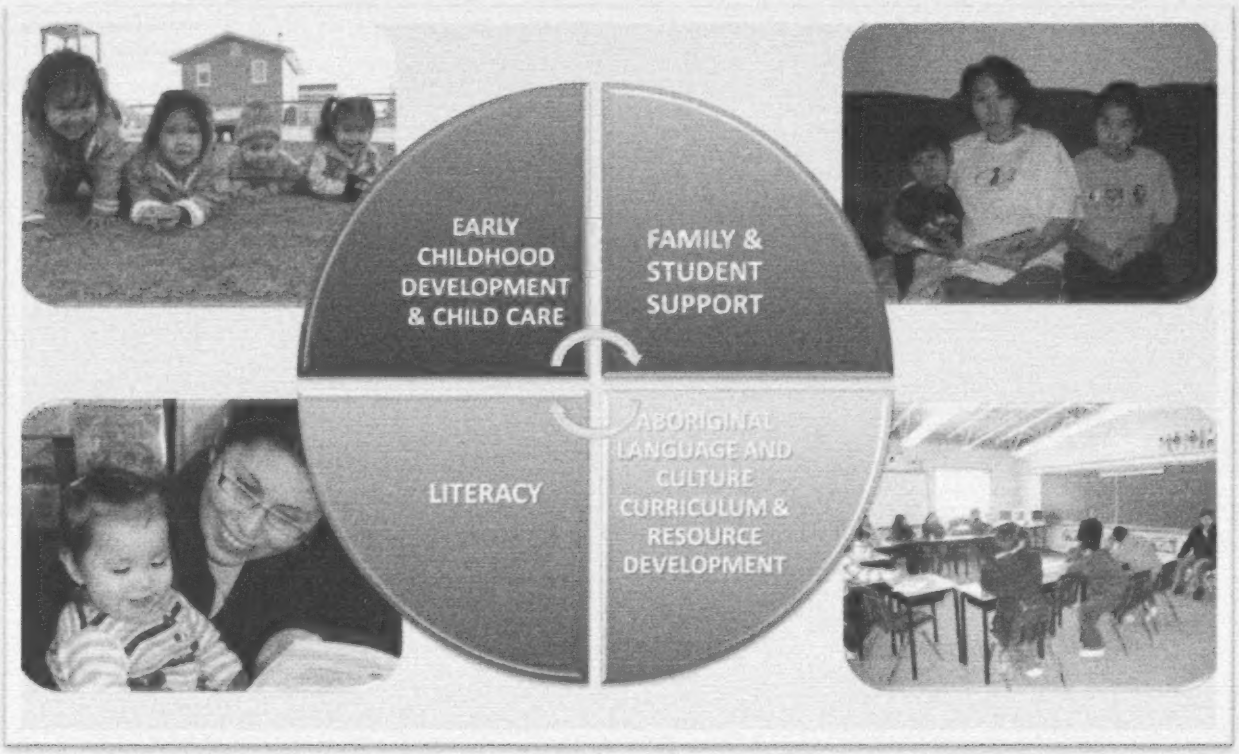
ASA Guiding Principles

The principles that guide the work of the ASA Education Plan are based on the ECE Strategic Plan 2005-2015 "Building on Our Success" and were further defined through consultation with stakeholders at the Minister's Regional ASA forums.

These principles are:

1. The Aboriginal languages and cultures of the NWT are valued and serve as the foundation for developing and delivering our education system.
2. Investment in NWT Aboriginal people's education is an investment in all NWT people.
3. Programs and services are responsive to the changing social, economic, political and constitutional environment of the NWT.
4. ECE strives to work collaboratively and respectfully with all Aboriginal governments, education authorities, community governments, business and industry, government departments and agencies to improve the educational, social and economic outcomes of Aboriginal people.
5. ECE is committed to respect and focus on the four priorities determined through the ASA consultation process:

ASA Education Plan Priorities


EARLY CHILDHOOD DEVELOPMENT & CHILD CARE
FAMILY & STUDENT SUPPORT
LITERACY
ABORIGINAL LANGUAGE AND CULTURE CURRICULUM & RESOURCE DEVELOPMENT

Vision	Aboriginal students, with a strong foundation for learning, achieving their education potential and contributing to a strong and prosperous society.	
Outcomes	**1**	Aboriginal students graduate from senior secondary schooling and meet the entrance requirements for post-secondary education at the same rate as other students in the NWT.
	2	Government departments, education authorities, Aboriginal leadership and other agencies at community, regional and territorial levels work collaboratively using an interagency approach to support the education of Aboriginal students from early childhood through to post-secondary.
	3	Families of Aboriginal students are actively engaged in the education of their children and are provided with a variety of supports to maximize the physical, cognitive, emotional, social and spiritual development of their children.
	4	Aboriginal languages and culture-based education is recognized as an integral and essential part of the education experience for all NWT Aboriginal students.

Priorities	**EARLY CHILDHOOD DEVELOPMENT AND CHILD CARE**	**STUDENT AND FAMILY SUPPORT**	**ABORIGINAL LANGUAGE AND CULTURE**	**LITERACY**
Goals	Develop early childhood programs, services and initiatives that optimize the healthy development of Aboriginal children.	Provide a variety of support services for Aboriginal students and families to ensure academic success.	Support Aboriginal students in reaching their full potential by becoming proficient in their Aboriginal language and strong in their culture.	Eliminate the literacy gap between Aboriginal and other students.
Elements	Quality early childhood development and child care reflecting local community and culture Kindergarten Helping Parents and Families Partner with the Department of Health and Social Services	Positive student-home-school relationships Helping NWT students complete their education Providing tools to help students progress through schooling	Develop Aboriginal language and culture curriculum and resources NWT Aboriginal Language Instructors, Resources and Mentors	Increase and Improve Literacy Skills

ASA Today

Overall Investment in ASA

ECE has invested, and continues to invest, significant financial resources into the ASA Education Plan. Over the past 5 years, over $4.5 million has been spent directly on ASA initiatives; this does not include the many projects that have been initiated without targeted ASA funding.

	2009/2010	2010/2011	2011/2012	2012/2013
Regional Forums	-	258,500	-	-
ASA Coordinator / Literacy	-	135,000	369,000	214,272
Attendance Pilot Projects	200,000	330,000	-	-
Public Awareness Campaign	-	100,000	100,000	100,000
Teacher Cultural Orientations	-	306,900	327,900	320,200
School / Community Libraries	-	-	190,000	190,000
Literacy Coordinators	-	525,000	525,000	525,000

Current ASA Actions

ECE continues to take action on the priorities identified in the ASA Education Plan by:

- Establishing funding for literacy coordinators, teacher cultural orientation, school community libraries and an ASA Coordinator.
- Revisiting the ASA public awareness campaign on student-family-community engagement with strong messaging on culture preservation, family support, and community cohesion.
- Revisiting community action plans developed at the ASA Minister's forums and supporting the establishment of individual ASA Community Working Groups.
- Developing an ASA Project Management Tool to ensure proper reporting and accountability of all ASA projects as we move forward.
- Developing a comprehensive five-year ASA Implementation plan:
  - *62 total projects have been identified to address all 91 specific ASA actions.*
  - *42 projects are currently in progress and are at various stages.*
  - *20 projects have yet to be actioned, requiring project leads and funding.*

Current ASA Initiatives

The following projects and initiatives are a selection of items in place in response to the ASA Education Plan and are intended to help meet the goals and objectives outlined in the plan.

Initiatives are in various stages of implementation from concepts to complete.

- Renewal of the ECD Framework
- Early Development Instrument (EDI)
- New Kindergarten Curriculum
- Child and Family Resource Centres – 2 pilot locations; Ndilo & Tulita
- Joint NT-NU Residential School module for Northern Studies Curriculum
- Cultural Orientation of Teachers
- Smart Focusing and Career Focusing
- PowerSchool / Maximus Tienet student information system
- Inclusive Schooling Review
- Safe Schools Strategy (Bullying Prevention Plan)
- Prevention to Collaborative Intervention Plan / Comprehensive School Health
- Trails to Becoming CD-Rom
- ASA Community Working Groups (ASACWG)
- Service Provider Directory - Local, Regional, & Territorial
- Literacy with Info Communication Tech (LwICT) Media Smarts
- Elders in Schools
- Aboriginal Language and Culture Based Education (ALCBE) Directive
- Aboriginal Language iPad & iPhone Applications
- Hey Cousin Website - Literacy Game
- Queens U - Literacy Courses: NWT Reading 1 & 2
- School/Community Libraries
- High School Literacy Wiki
- NWT Curriculum Links - Social Bookmarking
- Board Developed Literacy Plans
- Literacy Coordinators / Coaches
- Literacy Assessment Data Collection
- NWT K-12 Handbook

There are many problems that plague our students so we all have to work together to improve successes.

~ Chief Eddie Sangris, Yellowknives Dene First Nation

ASA Community Working Groups (ASACWG)

ASA is a shared responsibility that requires the attention of all educational stakeholders. Parental and Community engagement was identified as one of the most significant factors of Aboriginal student achievement and success at the Minister's forums on ASA, as well as at the Aboriginal and Educational Leadership meeting held in Yellowknife in May 2012.

At the Minister's Forums on ASA in 2010-11, communities began to develop community action plans for improving ASA, and in 2011, ASA Community Working Groups (ASACWG) were being formed by community members to help initiate their community action plans.

The intention of the ASACWGs is to engage the community in initiating the actions outlined in both the 'Community Action Plans' developed at the regional ASA Forums, as well as the actions outlined in the 'ASA Education Plan'.

ASACWGs are meant to be created, implemented and structured according to the unique needs of the individual group or community. Due to the volunteer nature of these groups, there is no formal funding or reporting structure in place at this time.

The hope is for these working groups to go beyond the limitations and restrictions that specific reporting and funding can have, to become an effective way to positively affect student success for their own distinct contexts.

The importance of engaging community in conversations about student achievement and the value of education are incredibly important first steps in seeing our students succeed.

The success of ASACWGs will depend on the commitment and engagement of local community members, Aboriginal leaders and educational leaders including superintendents, principals and school staff.

The creation of ASA Community Working Groups (ASACWG) is a step in the right direction to making that happen, bringing together the voices of our communities. The right group of interested, engaged and committed volunteers can become a unified voice speaking for the children.

Background

ASA Working Group

In 2009/10 ECE held a series of partners' workshops to examine best practices and approaches to improving Aboriginal student achievement. The Aboriginal Student Achievement Working Group (ASAWG) evolved from these workshops.

The ASAWG was established for a one-year period to develop a draft NWT-wide education plan to eliminate the educational achievement gap between Aboriginal and other students. Its mandate was to consider and make recommendations on:

- *Early childhood and child care supports to ready young children for school*
- *Kindergarten to Grade 12 supports to enable students to stay in, and succeed in school*
- *Active engagement of parents, communities, and their leaders in supporting ASA*

The ASAWG had membership from Aboriginal organizations, NWT Literacy Council, the NWT Teachers' Association (NWTTA), school boards, Aurora College, and three Government departments. Industry representatives also participated in some ASAWG meetings.

The Aboriginal Student Achievement Working Group (ASAWG) led the development of the draft Plan. ASAWG members and alternates:

1. *Inuvialuit Regional Corporation (IRC)* ..... *Sandra Elanik*
2. *Dene Nation* ..... *Bill Erasmus, Rosa Wah-shee & Charles Mantla*
3. *NWT Metis Nation* ..... *Pearl Bird & Audrey Enge*
4. *Native Women's Association of the NWT* ..... *Lisa Duncan & Lena Pedersen*
5. *Northwest Territories Teachers' Assoc. (NWTTA)* ..... *Tammy Steinwand & David Reid*
6. *NWT Literacy Council* ..... *Helen Balanoff*
7. *Aurora College* ..... *Sarah Wright-Cardinal & Joan Langevin*
8. *DEC Superintendents* ..... *Nolan Swartzentruber & Lucy Lafferty*
9. *ECE - Early Childhood & School Services* ..... *Rita Mueller & Angus Lennie*
10. *ECE - Education Operations & Development* ..... *Janet Grinsted & Cheryl Fennell*
11. *ECE - Advanced Education & Income Security* ..... *Gloria Iatridis & Kathy Mullin*
12. *ECE - Education & Culture* ..... *Roy Erasmus (Chair)*
13. *ECE - Public Affairs* ..... *Amy Doerksen*
14. *Health and Social Services - Addictions* ..... *Marlene Villebrun*
15. *Justice* ..... *Dawn Anderson*

Minister's Regional ASA Forums

In the 2010-11 school year, the Minister of Education, Culture and Employment (ECE) and staff from the Department travelled to all six Regions to hold forums.

REGION	LOCATION OF FORUM	DATE
Sahtu	Norman Wells	Sept 28-30, 2010
Tłı̨chǫ	Behchokǫ̀ (Edzo)	Nov 17-19, 2010
Dehcho	Fort Simpson	Jan 5-7, 2011
Yellowknife	Dettah	Jan 18-20, 2011
South Slave	K'atl'odeeche (Hay River) Reserve	Apr 5-7, 2011
Beaufort Delta	Inuvik	May 3-5, 2011

These forums were intended to engage with, get active participation from, and create stronger partnerships between ECE, education authorities, and Aboriginal governments. In total, approximately 380 people participated in the regional forums.

Participants included, from each community:

- 2 youth
- 2 Aboriginal leaders
- 2 education leaders
- School principals
- MLAs and Mayors
- Aurora College staff
- GNWT Staff
- NWTTA Union Representative

What we heard at the Regional Forums

Participants in the regional forums confirmed that the four key pillars identified by the ASA working group are indeed the four main areas of primary focus, namely early childhood, literacy, student and family supports and Aboriginal language curriculum and resource development.

Participants also agreed that many people and organizations have a role and responsibility for the education of students. This responsibility is shared between schools, educators, parents, families, regional and community leaders, employers, and others in the community.

Participants also agreed that it is important for all stakeholders to work closely together and have strong working relationships that support the education of students. This was evidenced by the commitment of community leaders to work together to support students in obtaining the education outcomes they desire.

Some common themes identified in all regional meetings include:

- Partners should work together to improve parental involvement in their children's education and a variety of supports should be provided for parents;
- More focus is required on early childhood programs and services;
- Each community should have a plan and a committee to work on improving their students' achievement;
- More classroom time is needed for languages and culture-based education;
- Improve communication between leaders and educators so they can continue to work together effectively;
- Improve student attendance;
- Improve technology capabilities;
- School needs to be an encouraging, safe environment for students; and
- Address social challenges such as poverty, addictions and bullying.

When the school and parents are committed to working together there are positive results.

~ Bill Erasmus, Dene National Chief

ASA Education Partnership Declaration

Aboriginal leadership gave a clear message on the importance of attendance at school and community involvement in educating students.

In July 2011, an NWT ASA Education Partnership Declaration was signed by Aboriginal and educational leadership to endorse the ASA Education Plan.

In April 2012, the National Chief of the Assembly of First Nations, Shawn A-in-chut Atleo, also signed the declaration to demonstrate his support of the initiative.

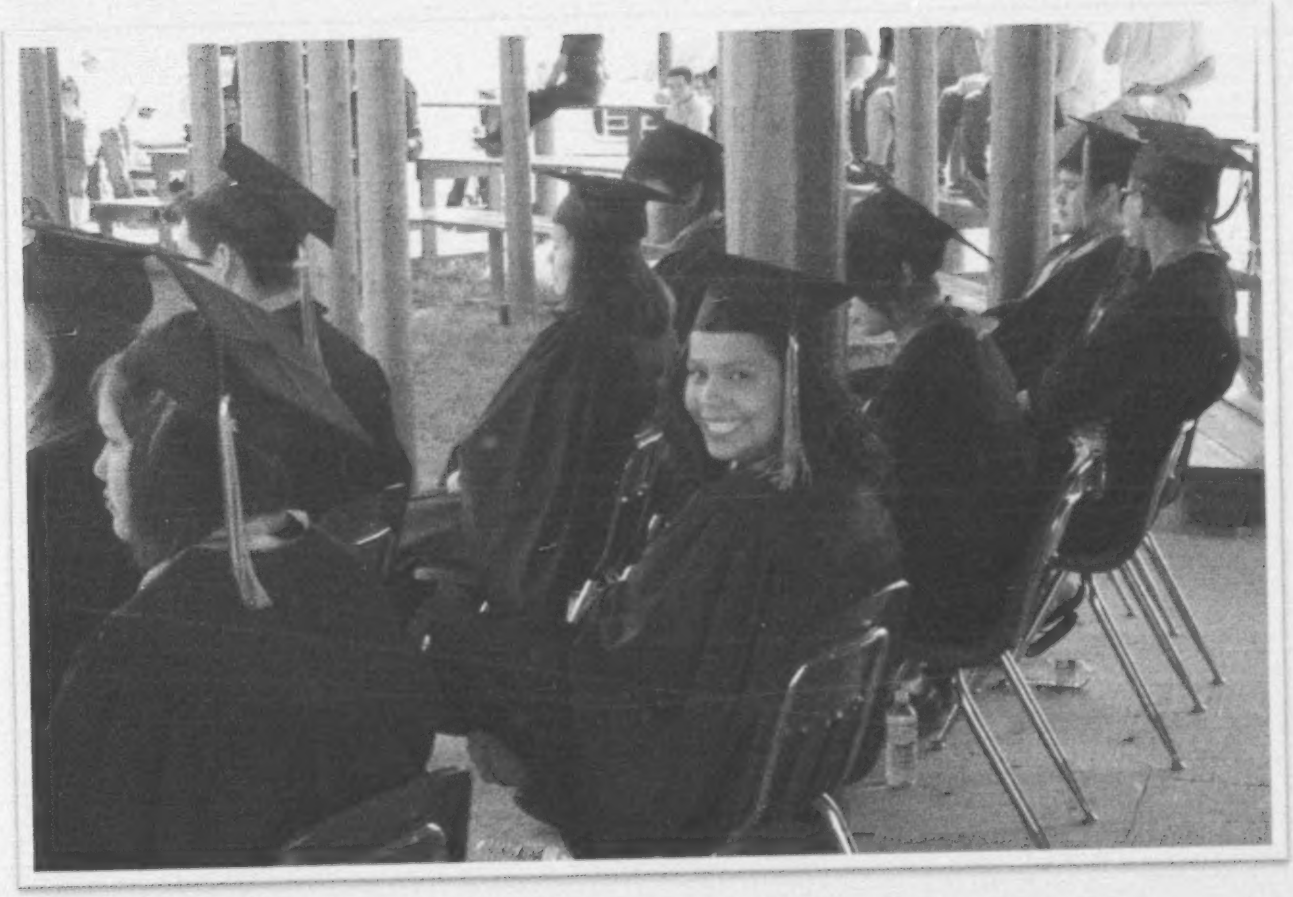
We must act today across the country so that our children have the same educational opportunities as other children while respecting the importance of our languages and cultures.

~ Assembly of First Nations National Chief Shawn A-in-chut Atleo

The leaders declared their commitment to 3 articles:

- *We recognize that public education aims to achieve quality education for all students and we all have roles and responsibilities for making improvements that will eliminate the gap in education achievement between Aboriginal and other students.*
- *We commit to working together and supporting each other's work to provide a quality education system in the Northwest Territories at the territorial, regional and community level that will eliminate the gap in education outcomes between Aboriginal and other students.*
- *We agree that the priorities for attention and action that will eliminate the gap between Aboriginal and other students are:*

1. *Early Childhood Development & Child Care*
2. *Family and Student Support*
3. *Aboriginal Language and Culture*
4. *Literacy*



"We're on the verge of achieving our greatest gift. We're sharing our ideas and building a foundation that we may have lost, but through the elders, youth and educators, we're putting together a package that's the voice of the Northwest Territories."

~ Minister Jackson Lafferty

STRONG MIND
STRONG
NORTH

APPENDIX 1: ASA ACTIONS - Consolidated

#1 EARLY CHILDHOOD DEV & CHILD CARE Develop early childhood programs, services and initiatives that optimize the healthy development of Aboriginal children.	#1: Quality early childhood development and child care reflecting local community and culture	A: ECD Framework Review and Renewal	1. Complete the review of the ECD Framework for Action	1.1.A.1	1
			2. Consult with community stakeholders on ECD Framework review recommendations and revision of the ECD Framework	1.1.A.2	2
			3. Develop and implement the revised ECD Framework	1.1.A.3	3
			4. Support the development of community based early childhood coalitions including Aboriginal leaders and governments, local organizations, businesses and families	1.1.A.4	4
		B: NWT Early Childhood Education Training Review	1. Complete the review of the NWT early childhood education training options	1.1.B.1	5
			2. Revise training options for NWT early childhood educators to better reflect local community, culture and languages	1.1.B.2	6
			3. Support ECD providers in the organization and delivery of effective, quality Aboriginal language programming & activities	1.1.B.3	7
	#2: Kindergarten	1. Revise the current NWT kindergarten curriculum ensuring it is play and literacy based, culturally appropriate and can be used for both full and half-day kindergarten programming options		1.2.1	8
		2. Develop resources and provide teacher training for the revised kindergarten curriculum		1.2.2	9
		3. Implement revised NWT kindergarten curriculum		1.2.3	10
		4. Implement the Early Development Instrument (EDI) in all kindergarten classrooms to measure the early development of all NWT children		1.2.4	11
		5. Use the EDI data to guide community and regional based early childhood program development and territorial policy decision making		1.2.5	12
		6. Conduct further research and consultation on the concepts of NWT-wide formal programming for four year olds		1.2.4	13
	#3: Helping Parents and Families	1. Support communities to develop and deliver comprehensive, intensive and ongoing family centred programs and services		1.3.1	14
		2. Engage families as key players in a comprehensive approach to address ECD, child care and poverty issues in the NWT		1.3.2	15
		3. Provide parents with the knowledge and skills to support their children's development through a variety of supports, workshops and training		1.3.3	16
		4. Develop a communication plan to build parents understanding of early childhood development inclusive of the cultures in the NWT		1.3.4	17
	#4: Partner with the Department of Health and Social Services	1. Develop and implement GNWT-wide policies for integrated service agreements to ensure interdepartmental collaboration		1.4.1	18
		2. Use an interagency approach to develop and deliver early childhood programs and services		1.4.2	19
		3. Develop a clear protocol that facilitates interagency information sharing		1.4.3	20
		4. Employ an interagency approach when transitioning students from early childhood programs into kindergarten		1.4.4	21

#2 **STUDENT AND FAMILY SUPPORT** **Provide a variety of support services for Aboriginal students and families to ensure academic success.**	#5: Positive student-home-school relationships	A. Interagency Collaboration	1. Identify and address barriers that inhibit inter-agency collaboration	2.5.A.1	22
			2. Apply NWT interagency models to address the Aboriginal student achievement gap	2.5.A.2	23
			3. Use interagency strategies to share info when students transition from early childhood programs into kindergarten	2.5.A.3	24
			4. Explore options for providing multidisciplinary training for staff from various agencies	2.5.A.4	25
			5. Work with partners to support & explore options in delivering programs that support families (ex: homework)	2.5.A.5	26
			6. Identify, maintain & distribute a list of community & regional service providers for each NWT community & region	2.5.A.6	27
			7. Use the 'Healthy Choices Framework' to harmonize GNWT departments' effort to support health promoting school environments	2.5.A.7	28
		B. Increase K-12 Student Attendance	1. Support schools to raise awareness to partners and families of the importance of K-12 student attendance	2.5.B.1	29
			2. Consult with schools and boards to develop and share a 'best practices' resource on increasing attendance	2.5.B.2	30
			3. Conduct further investigation and research on the effect that bullying has on student attendance in the NWT	2.5.B.3	31
	#6: Helping NWT students complete their education #7: Providing tools to help students progress through schooling	A. Counseling Services	1. Conduct an inventory of the various counseling services (personal, career, addictions) offered to families and K-12 schools	2.6/7.A.1	32
			2. Provide regional training for counsellors as determined by the information found in the NWT counseling services inventory	2.6/7.A.2	33
			3. Develop a plan to advance counsellor's knowledge and skill sets through ongoing training and professional development	2.6/7.A.3	34
			4. Expand & implement ongoing career awareness and post-secondary planning programs in all NWT schools	2.6/7.A.4	35
		B. Teacher Professional Development and Training	1. Identify key areas of professional development required by staff in supporting Aboriginal students	2.6/7.B.1	36
			2. Implement pre–service training, with an emphasis on cultural understanding and student support, for all new NWT teachers	2.6/7.B.2	37
			3. Ensure through annual training and info sharing that all education staff (teachers, school administrators and board staff) understand the intergenerational impacts of the NWT residential school experience	2.6/7.B.3	38
		C. Partnerships	1. Explore partnership opportunities with community agencies to provide programs and services to Aboriginal families.	2.6/7.C.1	39
			2. Conduct research on the feasibility of using existing tele-health equipment to provide a variety of services to communities	2.6/7.C.2	40
		D. Programming	1. Review & implement programs that promote positive mental health in a comprehensive school health framework	2.6/7.D.1	41
			2. Explore and support the implementation of programs that meet the needs of youth who are marginalized	2.6/7.D.2	42
			3. Explore and implement culturally appropriate K-12 school programs that address and target bullying	2.6/7.D.3	43
		E. Accountability	1. Ensure that Inclusive Schooling and Aboriginal Language & Culture Based Education expenditures follow GNWT directives.	2.6/7.E.1	44
			2. Develop a centralized system for collection & storage of K-12 Individual Education Plans (IEP) & Student Support Plans (SSP).	2.6/7.E.2	45
			3. Research accountability frameworks, with support from the Western and Northern Canadian Protocol (WNCP) partners, operating in jurisdictions that employ inclusive schooling principles.	2.6/7.E.3	46
			4. Review the Accountability Framework to allow for Board flexibility in piloting ASA specific programming.	2.6/7.E.4	47

#3 **ABORIGINAL LANGUAGE AND CULTURE** **Support Aboriginal students in reaching their full potential by becoming proficient in their Aboriginal language and strong in their culture.**	#8: Develop Aboriginal language and culture curriculum and resources	A. Support all DEC/DEAs and community leaders in understanding their role in and committing to the NWT Aboriginal Language Plan (ALP)	1. In partnership the school, DEA/DEC, & community leaders, develop a common understanding of the goals of the ALP, then set regional, community and school priorities and steps	3.8.A.1	48
			2. Collaborate with community members to create a school plan that supports the "community language plan"	3.8.A.2	49
			3. Consider hiring 'cultural liaisons' for each language community, to work with the region & community to activate the ALP	3.8.A.3	50
			4. Review the structures, functions and funding of the Teaching and Learning Centres (TLCs) to increase linkages between community language plans, TLCs and schools	3.8.A.4	51
			5. Remove barriers that inhibit collaboration among all NWT Aboriginal language resource developers	3.8.A.5	52
			6. In consultation with DEC/DEAs & communities, develop a tool to give parents strategies to support language acquisition	3.8.A.6	53
			7. Assess new technologies to support the work of organizations working to revitalize and enhance Aboriginal language use	3.8.A.7	54
		B. K-12 Aboriginal language and culture based education	1. Review and revise the ECE Aboriginal Language and Culture Based Education Directive (ALCBE)	3.8.B.1	55
			2. Explore and support boards that wish to offer Aboriginal language immersion and/or intensive language programming	3.8.B.2	56
			3. Install Dene fonts on all NWT school and board computers and train staff in their use	3.8.B.3	57
			4. In consultation with DEC/DEAs, Aboriginal leaders and communities, require all NWT students to successfully complete a minimum of 5 credits in one of the NWT official Aboriginal languages in order to obtain their NWT diploma	3.8.B.4	58
			5. Focus K-9 Aboriginal language instruction expectations on teaching students daily conversational uses of the language	3.8.B.5	59
	#9: NWT Aboriginal Language Instructors, Resources and Mentors	1. Identify and fund fluent Aboriginal speaking Elders in all schools as language and cultural role models		3.9.1	60
		2. In consultation with DEC/DEAs, work towards all NWT schools having at least one Aboriginal language monitor similar to French monitors		3.9.2	61
		3. In consultation with DEC/DEAs, work towards hiring a regional Aboriginal language coach to assist and mentor Aboriginal language teachers		3.9.3	62
		4. Promote teaching as an exciting, positive & rewarding career choice by revising the NWT recruitment & retention plan for Aboriginal teachers		3.9.4	63
		5. Increase opportunities for NWT Teacher Education Program students to learn Aboriginal languages		3.9.5	64
		6. Explore with Aurora College a co-op program for NWT language instructors where students could be language assistants during their training		3.9.6	65
		7. Establish NWT summer Aboriginal language camps for students, teachers, and community members		3.9.7	66
		8. Provide ongoing professional development opportunities and training for Aboriginal language learning for all NWT teachers		3.9.8	67
		9. Develop packaged learning programs and materials to support home study and learning of Aboriginal languages		3.9.9	68
		10. Develop Aboriginal language programs for use in the delivery of community-based evening programming		3.9.10	69
		11. Prepare 'tool kits' with language communities, to help language instructors & mentors plan, organize & deliver language activities		3.9.11	70

#4 **LITERACY** **Eliminate the literacy gap between Aboriginal and other students.**	#10: Increase and Improve Literacy Skills	A: Expand NWT K-12 teachers' professional capacity in literacy instruction and assessment.	1. Establish school-based literacy coaches to work with teachers, in classrooms, to build capacity & skills in literacy instruction & assessment	4.10.A.1	71
			2. Provide literacy leadership & training to board literacy coordinators and school literacy coaches	4.10.A.2	72
			3. Offer online courses in reading and writing instruction for all K-12 NWT teachers	4.10.A.3	73
			4. Train NWT teachers on how to establish learning approaches and environments that are culture-based; project, inquiry, and competency- based; student-choice driven and emphasize assessment for learning	4.10.A.4	74
			5. Support and guide teachers in adapting existing courses to better meet specific student needs	4.10.A.5	75
			6. Develop a Literacy with Information and Communication Technology (LwICT) Directive including technology mentors in all NWT schools and board Information Technology support positions for all DEC/DEAs	4.10.A.6	76
			7. Support & guide all K-3 teachers to ensure all students are reading & writing at or above grade level by the end of gr. 3	4.10.A.7	77
		B: School-Community Libraries, Support and Resources	1. Ensure there is a school-community library in every NWT community	4.10.B.1	78
			2. Expand and maintain library book collections and equipment in all NWT school-community libraries	4.10.B.2	79
			3. Provide equitable access to print and digital resources for student, family and community members across the NWT	4.10.B.3	80
			4. Fund school-community librarians as part of the funding formula	4.10.B.4	81
			5. Provide ongoing support & training to school-community library staff to ensure they are equipped to provide family literacy & library instructional programming on research, info retrieval, and source evaluation & crediting	4.10.B.5	82
			6. Provide access & training to cataloguing software, online databases, repositories, and digital resource memberships	4.10.B.6	83
			7. Prioritize the provision of equitable bandwidth access to all NWT schools	4.10.B.7	84
			8. Provide digital access throughout schools with installation & maintenance of server accounts & wireless access	4.10.B.8	85
			9. Establish a strategy for family literacy delivery in all the NWT's official languages	4.10.B.9	86
		C: Improving K-12 Curriculum and Assessment Tools	1. Identify and include culture based principles across all K-12 curriculum	4.10.C.1	87
			2. Revise NWT K-12 curriculum around essential literacy competencies & northern worldviews and citizenship life skills	4.10.C.2	88
			3. Emphasize cross disciplinary integration of various subject areas in future K-12 curriculum revisions	4.10.C.3	89
			4. Revise K-6 curriculum to emphasize and focus on literacy competencies for all students	4.10.C.4	90
			5. Provide all K-12 teachers with assessment tools to ensure that teachers, students and families understand the accurate literacy level of students at every grade as they progress through their schooling	4.10.C.5	91

APPENDIX 2: ASA Fact Sheet

February 2013

Fact Sheet

ASA Education Plan

ASA STANDS FOR ABORIGINAL STUDENT ACHIEVEMENT AND REFERS TO THE 2011 ASA EDUCATION PLAN PRODUCED BY THE DEPARMENT OF EDUCATION, CULTURE AND EMPLOYMENT (ECE).

The Vision: Aboriginal students, with a strong foundation for learning, achieving their education potential and contributing to a strong and prosperous society.

What is ASA?

In the NWT, and across Canada, Aboriginal youth are the fastest growing segment of our population and play a key role in the future of our Territories. They require the skills and knowledge to shape Northern society in ways that are meaningful, as Northerners, Canadians and international citizens, and to carry on Aboriginal languages and traditions.

The education of our NWT youth is a shared responsibility and there is a role for everyone: governments, non-profit agencies, communities, families, industry and students themselves.

The purpose of the ASA Education Plan is to identify strategic actions to eliminate the achievement gap between Aboriginal and other students.

The plan was guided by the information gathered during six ASA Minister's Regional Forums held in 2010-11 with education, Aboriginal, community and youth leaders.

Based on the engagement and feedback from approximately 380 participants, it was agreed that it was essential to develop an overarching Territory-wide plan to address the achievement gap in education between Aboriginal and other students.

To demonstrate the shared commitment to work together in a collaborative a cooperative manner, the Minister of Education proposed that Aboriginal governments and educational leaders sign an "ASA Education Partnership Declaration" which was done in May 2011.

91 specific actions have been identified to help improve educational achievement for Aboriginal students.

The four priorities of the ASA Education plan are:

1. Early Childhood Development & Child Care
2. Student & Family Support
3. Aboriginal Language & Culture
4. Literacy

For more information...

⇒ The ASA Education Plan can be accessed on our website @ www.ece.gov.nt.ca/

⇒ Contact Early Childhood and School Services @ (867) 873-7176

Northwest Territories Education, Culture and Employment

2013

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